

INSPECTION REPORT

BOUGHTON PRIMARY SCHOOL

Boughton, Northampton

LEA area: Northamptonshire

Unique reference number: 121795

Headteacher: Mrs C Brown

Lead inspector: Mr S Dobson

Dates of inspection: 4 – 6 October 2004

Inspection number: 266463

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	132
School address:	Moulton Lane Boughton Northampton Northamptonshire
Postcode:	NN2 8RG
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Bernham
Date of previous inspection:	21 June 1999

CHARACTERISTICS OF THE SCHOOL

This small school serves the population of the Boughton and surrounding areas to the north of Northampton. The immediate area is one of high social and economic status and a below average proportion of the pupils is entitled to free school meals. The attainment of children on entry to school is above expected levels, particularly in their language skills. Although about 8 percent of pupils have backgrounds other than white British, none have need of significant support with English as an additional language. More pupils join and leave the school mid-stage than is usual. A below average proportion of pupils has special educational needs. The pupils with special educational needs have general needs and one has a specific need. There are no pupils with statements of educational need. Most children join the reception class having had some pre-school experience. The school has recently achieved the National Healthy Schools Gold Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18074	Mr S Dobson	Lead inspector	English Art and design Design and technology Religious education Special educational needs English as an additional language
11437	Mr A Anderson	Lay inspector	
32159	Mrs B Remond	Team inspector	Science Geography Music Areas of learning in the Foundation Stage
27426	Mr T Aldridge	Team inspector	Mathematics Information and communication technology History Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which provides an innovative curriculum and a good overall standard of provision and as a result, pupils achieve standards which are often well above average in English, mathematics and science. They reach standards which are at or above those expected in all other subjects except in art, where standards are very high. The school gives good value for money.

The school's main strengths and weaknesses are:

- The teachers encourage all pupils to be involved and they show great enjoyment in their learning.
- Pupils reach high standards in English, mathematics and science.
- The leadership of the headteacher is exemplary and gives a very strong impetus and support for school improvement. However, the leadership roles of other staff are not developed as effectively as they could be.
- There is a very significantly enriched curriculum which engages all pupils in learning but the subject co-ordinators have not sufficiently identified the key skills in some subjects.
- Links with parents and the community are very highly supportive of pupils' learning.
- There is very good development of pupils' personal and social skills.

There has been good improvement since the last inspection. Standards in information and communication technology (ICT) are now improved due to the vast improvement in provision. The accommodation issue has also been dealt with effectively. The minor issues that were given as areas for improvement, including aspects of English, mathematics and design technology, have also been effectively addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	C
Mathematics	A	B	A*	A
Science	A	B	B	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well. They achieve well in the reception class with above three-quarters of the children progressing beyond the Early Learning Goals¹ in all areas of learning². Scrutiny of pupils' work and observation of lessons indicates that they achieve well during Years 1 and 2 and by the end of Year 2 they achieve levels which are above those found in similar schools in reading, writing and mathematics. By the end of Year 6 in 2004, pupils reached well above average standards in mathematics when compared with similar schools. In English and science, standards were close to those in similar schools though fractionally below in science. When compared with all schools, results in these two subjects were above average. In lessons seen and in work produced, it is clear that pupils achieve expected levels, or above, in all other subjects. In this school however, there is often work in areas over and above the traditional 'subjects' which is of very high quality, as for

¹ Nationally agreed targets for the end of the reception year.

² Personal, social and emotional/language literacy and communication/mathematical/knowledge and understanding of the world/creative development/physical development.

example, in their standard of verbal performance, in examples of extended environmental study and in investigations. The standard of pupils' speaking and listening, and of their reasoning and verbal explanation, is very good. Because of the organisation of teaching and learning, all pupils have the chance to achieve equally well.

The pupils have good attitudes to school and to each other and they behave well because the staff expect it. They are confident and independent learners. **Their spiritual, moral, social and cultural development is very good.**

QUALITY OF EDUCATION

The quality of education is good. Teaching is good in the Foundation Stage³, Key Stage 1 and Key Stage 2, though there is some variation. It is very good and occasionally excellent in one class and in the reception class it is consistently good. In the other classes there is some very good, some good and some satisfactory teaching. The satisfactory teaching mostly happens when the teacher is too tolerant of low-level nuisance behaviour which temporarily distracts learners. The quality of teaching is similar to that found at the last inspection but there is now no unsatisfactory teaching. In many cases, informal assessment informs planning for learning well.

The curriculum is innovative and engaging for pupils and gives good access to the National Curriculum. It is significantly enriched by a broad range of additional activities but skills in some subjects are not always sufficiently identified or progressively taught except in English, mathematics and art and design. The pupils use their literacy skills very well in a range of subjects. Resources are good for English and art and design but satisfactory overall. The accommodation is limited but it is used well. There is a very good standard of care and very good links with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school overall are **good** and the school fulfils its stated purpose 'to develop a love of learning' in all pupils. The headteacher has an inspirational vision for the school and its curriculum and leads very well. The leadership of the other staff is satisfactory because, as subject co-ordinators, they offer help to each other but they do not rigorously evaluate the quality of teaching and learning. There is a good school improvement plan based on the headteacher's very good analysis of the school's performance. The governors perform their duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents and pupils are very happy with the school and have no significant concerns.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that the subject leaders more rigorously evaluate their areas of responsibility so that they become better informed about how standards might improve further.
- There needs to be a regular and comprehensive audit of the curriculum to ensure that subject skills are sufficiently identified and progressively taught.

³ The reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is consistently **good** throughout the school and this leads to standards which are high in English, mathematics and science at the end of Year 6, when compared with all other schools. National test results in 2004 indicate that standards are well above average in mathematics, average in English and slightly below average in science when compared with similar schools. However, work in the current Year 6 indicates that standards are better than this in English and science. Girls and boys achieve equally well and so do pupils with special educational needs and those for whom English is not their home language.

Main strengths and weaknesses

- Good provision in the reception class helps children make good progress and build on the skills which they bring to the reception class.
- The school curriculum motivates and engages the pupils and as a result they do their best.
- Consistently good teaching means that the good standards reported at the last inspection have been maintained.
- Achievement in all aspects of English is a strength of the school and very good language and literacy skills are a major support to pupils' achievements in other subjects.
- Pupils could achieve more if the skills of some subjects⁴ were more systematically identified and learnt.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.9 (18.9)	15.8 (15.7)
Writing	17.3 (17.8)	14.6 (14.6)
Mathematics	17.7 (18.3)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.9 (29.5)	26.9 (26.8)
Mathematics	30.0 (28.3)	27.0 (26.8)
Science	29.1 (29.5)	28.6 (28.6)

There were 20 pupils in the year group. Figures in brackets are for the previous year

1. Children start the reception class with standards in all areas of learning which are above expectations and many have good communication language and literacy skills. The staff build on this well and have very high expectations of the children to use their developing skills at all times. The children make good progress and achieve at least well in all areas of learning because they are able to communicate freely with the adults and with each other. Most children make very good progress and achieve very well in their mathematical development and in their personal, social and emotional development as a result of good teaching. In creative and physical development and in their knowledge and understanding of the world,

⁴ History, geography, ICT and science.

children achieve well, developing a good knowledge base. However, their opportunities to work in the outdoor area are somewhat restricted because of space and location and they cannot, for example, make an independent choice to use the outdoor area. Most children reach the early learning goals during the reception year and above three quarters are working at levels slightly higher than this when they move into Year 1 with the exception of personal, social and emotional development, where standards are very high.

2. Standards in reading, writing and mathematics are well above the national results at the end of Year 2 and above average in English and science at the end of Year 6. In mathematics, results are well above average at the end of Year 6. Levels similar to this have been maintained for the last five years. The school trend of improvement is similar to the national average. The school does well when compared with similar schools. This good achievement for all pupils is maintained because the staff motivate and interest the pupils and challenge them with exciting lessons, topics and investigations. They get strong support from the teachers and marking, especially in English, is helpful. As a result, they know how to improve and they have individual targets which help them to know what they need to do to achieve well.
3. Teaching and learning are consistently good or better and as a result, pupils achieve well across a range of subjects and standards generally are being maintained or even rising. A review of work produced by the pupils and discussion with them indicates that Year 6 pupils are likely to reach well above average standards again this year if present progress is maintained. Where judgements could be made, standards in other subjects are at least as expected nationally but this masks the extent of pupils' achievements. Whilst some specific subject skills are not taught progressively, pupils generally learn to analyse, to investigate, to challenge and to question as a result of the style of teaching and learning. These very valuable skills are developed well in all pupils. Pupils develop particularly high standards of work in art.
4. In addition to mathematics, English is a particular strength of the school and the pupils reach high standards in all aspects. There are many examples of work of a very high standard. Poetry, for example, has clearly been very well taught and explored and pupils have written some very moving poems to express their feelings and beliefs. Their other writing, whether it is narrative or explanation, information or ideas, is expressed very well and most pupils' written work shows maturity. This comes about as a result of the extensive reading which they undertake and, more particularly, because the teachers always plan for pupils to have a range of speaking opportunities prior to writing. This means that when they come to write, their thoughts are very well organised and clearly expressed. A great strength of the school is in the development of pupils' public speaking. Through the many opportunities provided, pupils learn to speak clearly and with confidence.
5. Whilst pupils' overall achieve well, in some subjects, the staff have not identified the skills involved as clearly as they might and taught them progressively and, therefore, pupils' learning does not always build sufficiently on prior knowledge. Whilst overall their learning is good, they have not, for example, developed sufficient skill or expertise to support them in their science work and in history; skill progression is similarly not identified. Whilst the bonuses of the rich curriculum far outweigh any weaknesses, the identification of a progressive skill development program across the school would further ensure that pupils' achievements are as high as possible in all subjects.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes towards their school and their work and behave well. The spiritual, moral, social and cultural development of pupils is very good. Attendance and punctuality are very good and the school has very good systems for promoting them.

Main strengths and weaknesses

- Pupils are very happy at school and most are keen to learn.
- There is very good parental support and attendance and punctuality levels for pupils at the school are very good.
- Most staff have high expectations of good behaviour and most pupils behave well.
- The school works very effectively to promote pupils' spiritual, moral, social and cultural development.
- Pupils' personal, social and emotional development begins very well in the reception class.

Commentary

6. Pupils enjoy school. They enjoy lessons and particularly like the interesting clubs, the specialist visitors who come to school regularly and the special days and activities the school arranges. Most pupils are polite and considerate to each other and to adults and are willing to enter into conversation with adults when given the opportunity. The majority demonstrate empathy and compassion towards others and this ensures that all groups of pupils feel included. However, a handful of pupils sometimes display low-level nuisance behaviour when the teacher is not sufficiently assertive in dealing with this. The school clearly encourages the pupils to take responsibility for their own actions and effectively reinforces its values through assemblies, lessons and displays. Relationships throughout the school are good.
7. Attendance at the school is very good and is well above the national average. The incidence of unauthorised absence is low and is well below the national average. There is little evidence of pupil lateness; they are punctual in the morning and to lessons. The vast majority of parents are very supportive ensuring that pupils attend regularly and promptly. The school follows up all unexplained absences and promotes very good attendance and punctuality.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

There have been no exclusions.

8. The pupils' spiritual development is very good. The pupils demonstrate a sense of belonging to a community with a set of appropriate values. They learn to understand the intangible and there are planned opportunities across the curriculum to develop pupils' sense of spirituality. Pupils have a good sense of right and wrong and are developing their own positive values. The school works very hard at developing pupils' ability to develop a considerate style of life and works particularly hard with those few pupils who betray some personal and social immaturity.
9. Most pupils have a very good social awareness and develop their sense of social justice within the school community. They are able to adjust to a range of social contexts by appropriate and sensitive behaviour and relate well to other people. The school provides pupils with very good opportunities to explore their own cultural assumptions and values, widening this to include an appreciation of the diversity and interdependence of cultures within their own community and the wider world.
10. Pupils' personal and social development begins very well in the reception class where they have extensive opportunities to develop as members of the class and of groups. They achieve well in this area of their development. The routines of the school, including the 'chums' system, help them to settle well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education.

Teaching and learning

The quality of teaching is **good** and this results in **good** learning. Teaching and learning are supported by **good** assessment procedures. The quality of teaching has at least been maintained since the last inspection and any unsatisfactory teaching has been eradicated.

Main strengths and weaknesses

- Consistently good and sometimes very good teaching in the reception class gives children a good start to their education.
- Teachers have a very good understanding of how pupils learn; they encourage their pupils and provide very stimulating learning opportunities which engage the pupils.
- Mostly, teachers plan their lessons very well; they are able to inform pupils well and as a result, pupils are clear about what they are learning.
- In English particularly, teachers regularly make informal and formal assessment of the pupils' work and they are able to tell pupils how to improve.
- Mostly the teachers have high expectations of pupils' behaviour but where the teacher does not apply the school behaviour policy rigorously, the immature behaviour of a minority of pupils causes some distraction from learning.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	12	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. When children join the reception class, they are very quickly helped to settle into the routines of the class and the school. The teacher has a good understanding of the needs of the children and whilst they are encouraged to settle for 'lessons', the introductions are very short and children are quickly engaged in practical learning activities. This means that they are purposefully involved and busy and there are very few examples of children not engaging fully with the activities provided. They very quickly get used to 'learning' throughout the school day. They are significantly helped to join in with the rest of the school, for example, going to the assemblies, where they are very well supported by their teacher. The teaching assistant is also a great support to the children in this early part of the school year. There is some scope to provide even more interesting learning opportunities for children to access independently.
12. The whole staff have developed a very good understanding of how to engage pupils in learning and this permeates the school. The teachers make significant efforts to teach all of the National Curriculum whilst encouraging pupils to follow some of their own interests. This has led to some amazing work in literacy and art as the pupils create poetry, illustrations and models to exemplify their ideas. It is clear from discussion with the pupils and their parents that they find the lessons stimulating and challenging. However, in some subjects, such as geography and history, the subject skills are not always developed progressively and this is an area for improvement.
13. Teachers' planning and the lessons observed show that the teachers plan very thoroughly but with the flexibility to adjust lessons to meet the needs of the pupils. This very thorough planning was seen in an excellent English lesson. About half of the pupils left the lesson after

about half an hour to go swimming or to join a food technology group but because the lesson was so well planned, they had just completed a major part of the work and were thus able to pick this up later. Once these pupils had left, the teacher had planned for intensive supported writing with the remainder and this was very beneficial to them. In this particular class, it is noticeable that all of the work in pupils' books is completed to a very high standard. In other classes, the teachers plan very well for different levels of prior attainment; essential, as all classes are of mixed ages.

14. Discussion with pupils indicates that they each know what they should be doing to improve their written English even though for most, their standard is high. This is a result of good marking of English and it is very good practice as pupils are helped to improve. Pupils are not so clear in the other subjects as, for example, in mathematics, though work is marked and pupils are made aware of their errors.
15. There is an overall ethos of hard work throughout the school. Pupils enjoy their work and are rarely seen wasting time. One or two of the pupils have a slight tendency to arrogance but in almost all situations, the teachers remind them of good manners and politeness and such incidents are rare. In one class, however, the teacher tolerates too much distracting behaviour, for example, pupils playing with equipment whilst adults or other pupils are speaking and this slows the pace of work and the quality of learning for all the pupils.

The curriculum

Curriculum provision is **good**. The school provides a broad, balanced and relevant curriculum that is significantly enhanced by a very good range of enrichment opportunities through integration of subjects, clubs, practical activities, visits and visitors. The quality of accommodation and resources is **satisfactory** overall.

Main strengths and weaknesses

- Good use of links across subjects, visits, visitors and events bring the curriculum alive.
- There is a very good range of clubs and activities which cater for all pupils.
- Good curriculum planning ensures that the curriculum has depth, a good balance and is relevant to the needs of pupils but subject skills are not always sufficiently identified.
- This is an inclusive school that is committed to ensuring all individuals and groups have equality of access and opportunity where all are valued.
- The strong emphasis on literacy and numeracy enables pupils to achieve well in these subjects.
- Peripatetic music provision is good and encourages those who display musical talents.
- Provision for the small number of pupils identified as having special educational needs is good and ensures they achieve well.

Commentary

16. The school plans its curriculum well. There is very good planning for work in the foundation stage. The teacher ensures that all areas of learning are covered and that children enjoy a rich variety of activities. The curriculum in the rest of school is well planned to provide a rich tapestry of learning experiences with a very good emphasis on literacy and the creative arts. It is designed around five areas - mathematics, language, social and environmental studies, physical activities and creative activities and is effectively delivered through termly topics in which all curriculum subjects are integrated. It meets statutory requirements, including provision for religious education and collective worship. The school uses national guidance well to tailor its planning to suit the needs of the school and its pupils but the identification and progressive teaching of subject skills is not as rigorous as it could be.

17. Visitors and visits to places of interest enrich the curriculum very well. There is an annual residential visit for older pupils which provides very good opportunities to promote pupils' personal and social development through a wide range of adventurous activities. The whole school regularly takes part in activities which bring learning alive such as World Book Day. There is very good support for learning outside the school day with a very wide range of clubs and activities for all ages including choir, writer's club, environmental club, drama, and sport. All are very popular and well attended. There is a strong focus on music and pupils have the opportunity to learn the ocarina. Peripatetic music tuition is available for keyboard, woodwind, brass and stringed instruments and several junior aged pupils take advantage of the opportunity to learn an instrument. Opportunities for pupils to participate in sporting activities with other schools are good and there are friendly matches in football, netball and rounders with other schools. Outside agencies assist with a range of sporting activities such as football and tennis coaching.
18. The school places great emphasis on English and mathematics and the national strategies for Literacy and Numeracy have been used well and this has contributed to high standards. Literacy skills are developed and employed well in other subjects such as science, design and technology, history, geography and religious education through a topic based approach. However, the staff cannot currently fully ensure that there is sufficient progression of skills and knowledge in all subjects. The use of numeracy skills in other subjects is satisfactory and this has been identified in the school improvement plan as an area for further development.
19. The school is strongly committed to ensuring equality of access and opportunity and providing for all its pupils. This is achieved very well through special educational needs intervention, catch-up programmes and booster classes. All pupils on the special needs register have clear individual action plans and targets highlighting their individual needs. Pupils identified as having special educational needs have access to the same opportunities as other pupils of their age. The school identifies pupils who are particularly gifted or talented and extends their provision through providing more challenging tasks and enrichment activities such as peripatetic music tuition. They are also given opportunities through extended work, for example independent science investigations as part of the Scientist of the Year project.
20. Provision for pupils' personal, social and health education is very good. Teachers provide good opportunities for pupils to work together in lessons. There is an effective 'chums' system in place with older pupils taking responsibility for pupils new to the school so that they settle very quickly. The school has been awarded the prestigious Healthy Schools Gold Award.
21. The school ensures that as far as possible, learning is a continuous process. There are good links with the feeder nurseries and playgroups. There is a very smooth transition between Reception and Year 1 and between Year 2 and Year 3. Arrangements with the local secondary school are good with pupil visits and teachers visiting Boughton.
22. The school also provides a wide range of well-established visits and visitors including artists and writers. Participation in the arts is a strength of the school with very good music and drama activities and the school is working towards the Arts Mark Award. There are regular school activities for both older and younger pupils to which parents and friends are invited.
23. Sufficient qualified teachers are available to teach the curriculum. The youngest class is supported well by an enthusiastic learning support assistant who has a good range of skills and experience to undertake her tasks and is effectively deployed. However, due to budget constraints there are currently no support assistants in Years 3 to 6.
24. Accommodation, which has improved since the last inspection, is satisfactory in size but is very well used. All areas are fully used although the hall is small for whole class activities. The computer suite is used well. The library has recently been refurbished and restocked and includes an effective computer-based pupil-operated library lending system enabling easy

access for pupils and staff. Resources are good. There are spacious grass and hard-play areas for outdoor activities and an attractive pond and wildlife area. For pupils in the Foundation Stage, opportunities to work in the outdoor area are somewhat restricted because of space and location and they cannot, for example, make an independent choice to use the outdoor area.

Care, guidance and support

The procedures for child protection and welfare are good and the school is taking measures to address health and safety issues. The procedures for supporting and guiding pupils, through monitoring, are good and those for seeking and acting on pupils' views are very good.

Main strengths and weaknesses

- Child Protection procedures are in place and effective.
- School teaching and support staff know their pupils well.
- The school's provision of support and guidance through monitoring is good.
- Very good systems are in place to seek and act on pupils' views of the school.

Commentary

25. Child protection systems and procedures are effective. The teaching and support staff provide a high degree of pastoral support to individual pupils. Pupils' academic performance and personal development is monitored both formally and informally and the advice and support resulting from this monitoring is of a good quality. The school operates a good first aid system and all staff are fully aware of any pupils' particular medical conditions. Good risk assessments are made of the school premises and in advance of school visits.
26. There is a School Council, which is well established, and all children are made to feel that they have a 'voice' in the way the school is developing. Discussions with several older pupils endorsed this view and it is clear that many opportunities are provided for pupils to enhance their personal development through the responsibilities they are given to support and assist the teaching staff during each school day.
27. Lessons are used well to promote the social, moral and personal development of each child. Pupils' personal development is further enhanced through the provision of both classroom and individual targets. The school acknowledges pupils' achievements through the praise given to them in the classroom and, more formally, in regular 'sharing' and 'presentation' assemblies.
28. The welfare, guidance and pastoral support of pupils is of a high quality and it adds significantly to their personal development and self-esteem.

Partnership with parents, other schools and the community

Parents have **very positive** views of the school and the school's links with parents are **very good**. The school's links with the local community including other schools is **very good**.

Main strengths and weaknesses

- The vast majority of parents like the school and the school reaches out very well to all parents.
- Parents feel that the school is well led and managed and that the school is approachable with any problems.
- The school uses the community and other schools very well to support the curriculum.

Commentary

29. The parents' meeting with the inspectors was well attended and the parental questionnaire was returned by a relatively high proportion of parents. Almost all parents are very supportive of the school. Parents feel that teaching is good and that their children like school and that they are making good progress. Parents consider that the school is well led and managed. The pupils' questionnaire was completed by the majority of children and their overall response was very positive.
30. The information provided by the school is of a very high standard. Annual academic reports to parents are of an excellent standard and include significant detail of all aspects of each child's attainment and progress. There are three parents' evenings each year which give parents the opportunity to discuss their child's progress. Parents are consulted on many issues and parents spoken to during the inspection had only the highest praise for the work of the school.
31. The school makes good use of the local and wider environment to improve the curriculum and the range of extra curricular clubs and activities is impressive. The school has very good links with other local schools, for example, Year 6 pupils paid a visit recently to Moulton School for an ICT Day. The school's links with parents and the community provide a very strong contribution to pupils learning and personal development and it is a major strength of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The governors perform their duties well. The headteacher is an excellent model of teaching and of management of the curriculum and the school generally. The leadership of the other staff is satisfactory.

Main strengths and weaknesses

- The headteacher is inspirational in leading the ethos of the school and this has supported exciting developments in the curriculum, which engage the pupils in learning.
- The school improvement plan, though ambitious, has appropriate targets because it is based on the headteacher's very good evaluation of the needs of the school.
- The headteacher's strong lead on school development has ensured that staff are clear about goals but their roles as subject leaders are only satisfactorily carried out as they do not audit and plan sufficiently rigorously.
- The governors make a good contribution to the school and this gives good support to all of the staff.
- The school runs very well; it is highly organised and very well supported by its administrative staff.
- The school uses all resources at its disposal very well for the benefit of the pupils.

Commentary

32. The headteacher models very good practice in her teaching, in the organisation of the curriculum and in the management of the school. She has a very high workload, teaching a class for three full days per week. The quality of the work which the pupils produce under her guidance inspires the pupils themselves and other staff. She models very good practice in her management of the pupils, being very firm but fair and having the respect of all of them. She has a very good knowledge of the school within what is possible but with only two days for management, monitoring of lessons and classroom practice is necessarily limited. She also co-ordinates the work of Key Stage 2 to ensure that the pupils make good progress. It is the headteacher's vision for the curriculum which leads the innovation and makes the curriculum so very meaningful for pupils.

33. The programme for school development is ambitious. The headteacher produces comprehensive school development planning which is good because it is based on her observations and analysis of the school, supported by the subject plans of the staff. The headteacher makes good use of the analysis of tests and teacher assessment to look at the progress of the pupils and of observation of the quality of teaching and learning to set professional development targets for the staff. The headteacher's assessments of teaching and learning are accurate and feedback, both written and verbal to the staff, is both forthright and helpful.
34. Despite the headteacher's strong lead on school development, the co-ordinators do not sufficiently analyse the quality of learning to be able to accurately evaluate, and thus prescribe, the next course of action. English and art and design are led and managed well but in other subjects, the leadership offered by staff other than the headteacher is satisfactory. They have a good general overview of the quality of the curriculum but have not sufficiently analysed the National Curriculum to be able to guide the school in ensuring that pupils progressively have all of the subject skills which are recommended. This is an area for development and one which the co-ordinators are able to undertake independently of the headteacher.
35. There have been some recent changes to the governing body. There is a core of governors who are working very hard in support of the school. The chair is very supportive of the school and offers both challenge and advice to the headteacher. The other core governors are keen to develop their role and they offer their observations which are helpful in planning for school improvement. The committees of the governing body are useful but the Curriculum Committee needs to meet more frequently, especially as the curriculum in this school is highly innovative. The governors have already acknowledged this need.
36. The school runs very smoothly on a day-to-day basis thanks to the good organisation and the very good support of the school secretary. The finances are very well managed and secure. The governors help to ensure that best value principles are enacted. A guiding principle for the school is that they are there to meet the needs of all of the pupils and steps are taken to ensure that resources are best used to support this. The school environment is maintained to a very high standard by the support staff.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	352,374	Balance from previous year	8,050
Total expenditure	326,947	Balance carried forward to the next	25,430
Expenditure per pupil	2,514		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision is good.

37. Children enter the reception class with above average attainment in communication, language and literacy and this impacts positively on all the six areas of learning. The quality of teaching is consistently good and sometimes very good. The good Foundation Stage staff team has a good understanding of how young children learn, assessment is thorough and activities are carefully planned to develop children's learning in an exciting and enjoyable way. As a result, children make good progress. All children are included very well. The accommodation outdoors places restrictions on the delivery of the curriculum. The staff work very hard to ensure this is kept to a minimum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good** and leads to standards that are well above expected levels.

Main strengths and weaknesses

- Children achieve very well and become self-confident because the adults provide a caring environment, opportunities for taking responsibility and have high expectations of good behaviour.
- There is a high expectation of trying hard, sharing and concentration. The children respond very well to these demands and make rapid progress because of the good organisation of interesting activities.

Commentary

38. Teaching is consistently very good. Many opportunities are provided for children to share equipment, to work and play together and to co-operate on demanding tasks. They are able to participate actively in short whole class sessions, responding confidently when asked. This increasing confidence and ability to concentrate is due to the teacher's carefully planned activities, which stimulate and interest the children. Children are very happy and really enjoy school because they understand what is expected of them. All children are paired with a 'Chum' from Year 6 who will help and support them through the year. Through appropriate praise of good work and behaviour, staff nurture very good attitudes with children. All adults promote very good relationships and have created very good working partnerships between themselves and parents. The majority of children are on target to exceed the requirements of the early learning goals by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Children's speaking skills are well developed because the teachers' expert knowledge and understanding of their needs ensures interesting and exciting activities to stimulate talk.
- Children make good gains in their literacy skills because the carefully planned tasks are appropriately challenging for their levels of attainment.

Commentary

39. Good quality teaching provides many opportunities for the children to communicate and explain their ideas. On entry to school, most children are confident talkers and the stimulating activities build upon this by providing opportunities for the children to talk with and respond to adults, as well as each other. Adults leading groups carefully structure discussions, skilfully helping the children to talk about a specific activity. For example, children readily talk to the whole class about their personal experiences outside school and the rest of the class listens very well.
40. Through observations and careful planning, adults challenge children at an appropriate level and develop their writing skills. Most children are able to link sounds to letters, using their knowledge to attempt to write; some writing initial letters instead of whole words and others writing more complex words. By the time they leave the Reception Class most children are likely to have reached the early learning goals and most will have exceeded them.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- Most children achieve very well because teachers use a range of interesting, practical activities that stimulate the children and develop their mathematical skills across the curriculum.
- Resources to support learning are satisfactory but under-developed.

Commentary

41. Mathematical sessions are very well planned so that there is a good balance of short, whole class activities and adult directed group work, interspersed with opportunities for children to join in number songs and rhymes. Most children enjoy these sessions and achieve very well. Many children in the reception class can already recite numbers and have an understanding of numbers to ten. Most recognise numerals to ten. Further resources are needed to support children's learning through practical, independent activities. Support staff are deployed very well to develop children's learning. The majority of children are on course to attain the early learning goals and many will exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good use is made of information and communication technology to support learning.
- Teachers plan a range of activities, making good links with other areas of learning.
- The small area designated for outdoor play, places some restrictions on the children being able to extend their experiences and learning beyond the classroom.

Commentary

42. Children use the class-based computers with increasing confidence and enjoy printing their pictures. They choose to use computers regularly and some can change or load programs and are therefore able to make independent choices. Through well-planned activities, for example, in the outdoor area, children develop a good knowledge and understanding of the world, for example, how things move. Through very careful planning, the staff develop a series of activities which explore the school curriculum theme.

43. The size of the designated outdoor play area restricts opportunities for some activities, but staff work hard to overcome this and develop the children's curiosity and knowledge about the world around them.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Very good teacher planning enables children to experience as much of the curriculum as possible.
- There is adequate large outdoor play equipment but this needs to be developed further to challenge children and develop their physical skills.

Commentary

44. Teaching and learning are good overall but the adequate range of large equipment limits opportunities for explorative outdoor activity. Children are able to run, jump, balance, and crawl, demonstrating a good awareness of the space around them. They respond well when moving around the room to word prompts, such as 'creeping', from the teacher. The majority of children are on course to meet and exceed the early learning goals but would benefit greatly from more opportunity to use large play equipment out of doors.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy exploring sound and making music.
- Most children achieve well.
- Good cross-curricular links are made.

Commentary

45. Teaching is good and as a result the children learn well and make good progress. Children enjoy using their voices to make sounds and they particularly enjoy singing. They also explore colour and pattern noticing this in the environment and reproducing it through painting, drawing, printing and collage. Teachers plan opportunities for children to use their language creatively during role-play.

SUBJECTS IN KEY STAGES 1 and 2

FRENCH

There is provision for all pupils in French but no lessons were seen. However, discussion with the pupils indicates that this enriches the curriculum and improves their knowledge of language.

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good teaching leads to pupils achieving standards which are well above those expected.
- The rich range of opportunities for pupils to use and practice language helps them to develop mature use of English.
- Learning is very good because there are many opportunities for pupils to read and write whilst learning subjects other than English.
- Although much of the day-to-day assessment of English is informal, the pupils in Key Stage 2 are very clear about what they need to do to improve.
- The subject leader checks the quality of teaching and learning, knows the subject very well and is able to support improvement.

Commentary

46. The lessons seen were good, very good or even excellent and the work which pupils produce reflects this quality of teaching across the school. Above and mostly well above average standards in all aspects of English have been maintained since the last inspection. Although there was a slight dip in performance in the end of Year 6 tests in 2004, the school had forecast this and the reasons for it were well known. Pupils who need additional help get it and those who have talents in writing are given the opportunity to develop further. If the present rate of progress is maintained, it is likely that standards will be higher in 2005. Boys and girls do equally well.
47. Pupils achieve well in reading, writing and speaking and listening as a result of the very good provision. Teaching is consistently good because the teachers know the subject very well and are able to teach the skills involved through a range of stimulating lessons and supported independent work. Teachers ensure that all pupils are learning English as they are studying other subjects or indeed studying topics such as the current one on journeys. They are encouraged to extend the range of their writing by being taught well and they read a range of fiction and non-fiction texts to gain ideas.
48. Most importantly, pupils are encouraged and supported throughout the school in discussing their learning and thus they learn to articulate their ideas clearly in speech. They have very many opportunities to perform; for their parents, the local community, their peers and the rest of the school and this develops both their ability to express themselves and also their personal confidence. Many of the pupils have the confidence to use complex vocabulary when talking with others or writing to them and this gives maturity to their use of language. There are some instances when the pupils could better use some of the technical vocabulary associated with subjects such as science, but generally their expression is very clear.
49. The pupils have lots of opportunities to use and develop their literacy skills in many subject areas. The pupils' written work shows that they use their literacy skills well. Because the pupils often work independently, they have to use reading skills well in order to complete their tasks. They read to gather information about topics they are studying, using the library independently. In doing this they are helped by the good organisation of the library and the very good electronic catalogue and loans system which the pupils operate for themselves. When they record their work, their teachers encourage them to use a range of genres, for example, one group were asked to write about a visit to Mecca as if they were undertaking it, thus giving pupils broader understanding of empathy and cultural and religious issues.
50. The teachers regularly mark pupils' work but more importantly, they work alongside the pupils and are able to support learning while it is happening. This was seen to very good effect in one lesson where pupils were asked to consider how writers make key characters come alive.

The teacher supported all of the group in gathering information but was then able to intensively support a small group in writing their character description. By making very good assessments of the quality of the pupils' work, the teacher was able to guide their further learning. In discussion, most of the pupils in Year 6 had a good knowledge of the 'next steps' for them in improving their English.

51. English is led very well by the subject co-ordinator. She has undertaken some monitoring of the quality of teaching and learning and, as the school assessment co-ordinator, has a good oversight of how well each pupil is doing. She makes very good use of her knowledge of pupils to guide the other staff on what should be possible. There has been good monitoring of the outcomes of national tests to identify areas for improvement across the school. There has been good improvement since the last inspection.

Language and literacy across the curriculum

52. The teachers provide the opportunity for language development throughout the school day. In this school, where almost all of the curriculum areas are linked through themes, pupils are encouraged to make choices about how they will use language, oral and written, to express their ideas and knowledge. They make imaginative written and well illustrated recordings of independent work in science and use images and script very effectively to record their knowledge, for example, of planetary motion. All subjects benefit from the very good use of English and the descriptions of mathematical investigations are quite outstanding.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in tests are well above average at the end of Year 2 and Year 6.
- The quality of teaching is good, lessons are well planned, and pupils make good progress and achieve well.
- Good use is made of pupils understanding and knowledge in problem solving activities.
- Results of national tests at Year 6 are analysed to identify strengths and weaknesses in teaching and learning.
- Pupils are well behaved, keen to learn and enjoy their lessons.
- The role of the subject manager, whilst satisfactory, needs further development in rigorous monitoring of teaching, learning and standards to identify strengths and areas for development.
- The use of mathematics in other subjects needs to be systematically developed.⁵

Commentary

53. Work seen during the inspection and the school's assessment and tracking information indicate that standards at the end of Year 2 and Year 6 are above average with a significant number of pupils achieving well above average standards. Pupils enter Year 1 with above average standards and all pupils, including the small number identified as having special educational needs, make good progress as they move through the school and achieve well. Inspection evidence indicates that there is no significant difference in the performance of boys and girls.
54. The quality of teaching and learning is good overall. Teachers display good subject knowledge and have high expectations of behaviour which are reflected in the pupils' positive attitudes to learning. Lessons begin briskly and learning intentions are clearly shared with pupils so that they know what they will be doing and learning. However, the introductory sessions do not

⁵ This has already been identified by the subject leader.

always fully introduce or consolidate learning. Lessons are usually managed effectively so that pupils settle to tasks quickly showing good concentration and effort. Most have good attitudes to learning and this supports a good working atmosphere. Teachers develop mathematical language well although technical vocabulary is not used sufficiently. Sometimes, all pupils undertake the same work and the subject leader has identified the need to better match work to the needs of individuals.

55. As the pupils' knowledge and understanding develops, the teachers plan activities and provide opportunities for pupils to use mathematics in problem solving and investigational work. Although there are plans to improve this work further, it is already making a very good impact on pupils understanding and dexterity with mathematics. Scrutiny of pupils' past work shows that it is regularly marked but the guidance provided for pupils as to how they can improve varies in quality. Regular, appropriate homework raises standards. The use of information and communication technology is developing and has been recognised by the subject leader for further improvement.
56. Leadership and management of the subject are satisfactory with some strengths. Good support is provided to colleagues, planning is regularly monitored and annual test results for eleven-year-olds analysed to identify strengths and areas for development. However, there is insufficient monitoring of the quality of teaching, learning and standards to fully identify strengths and weaknesses to establish a clear overview across the school. Teachers' assessment from a range of activities is used effectively to track and monitor pupils' progress but is not yet used to set individual targets so that each pupil knows what to do in order to improve.
57. Progress since the last inspection has been good overall as the good quality teaching has been maintained and resources for practical work have improved particularly to support mathematical investigations.

Mathematics across the curriculum

58. The use of mathematics across the curriculum is satisfactory overall. However, links between mathematics and other subjects, such as science, history and geography, are not systematically planned and this is an area identified in the current subject action and school improvement plans.

SCIENCE

Provision for science is **good** overall. This represents satisfactory improvement since the last inspection.

Main strengths and weaknesses

- By the time pupils leave school standards are at least average.
- Good teaching means that pupils are fully motivated, achieve well and enjoy lessons.
- There is a good focus on investigative work.
- Teachers make effective links with other subjects to enhance learning.
- Scientific skills and vocabulary are not sufficiently developed.
- Leadership and management are good.

Commentary

59. During their time in school pupils make satisfactory progress. By the end of Year 2 standards are above average, but because of the small numbers in each year group and the movement of pupils into school, standards in tests at the end of Year 6, are broadly average.

60. Pupils achieve well in lessons because of good teaching, which motivates them and develops an enjoyment of learning. Pupils have a good understanding of a wide range of topics and a satisfactory grasp of what makes a test 'fair'. Innovative practice, such as the 'Scientist of the Year' project, enables pupils to demonstrate their capacity to work independently very well whilst achieving a good standard.
61. The quality of teaching is good. Teachers have a secure knowledge of the subject and ensure that pupils are clear about what they are expected to do and what this will help them to learn through the sharing of the learning targets for the lessons. They make the subject interesting by providing a stimulating range of activities and giving pupils good opportunities for practical work. As a result, pupils have good attitudes to the subject. They listen carefully to instructions, concentrate well and work hard at the tasks set.
62. Links with other subjects are good. Good use is made of the pupils' literacy and numeracy skills as they describe what they observe and the conclusions they reach. Pupils have an adequate scientific vocabulary but their knowledge of technical terms is limited and this limits their ability to communicate their ideas clearly. There is insufficient use of computer skills for research and the recording of scientific findings in a variety of formats.
63. The subject co-ordinator has a good knowledge and understanding of the subject and supports teachers effectively. Assessment is well organised, follows the end of each topic and is useful to teachers in planning subsequent work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and has improved significantly since the last inspection.

Main strengths and weaknesses

- The quality of teaching and learning has improved since the last inspection.
- The curriculum is soundly planned and delivered, based on national guidance to ensure progression of skills and knowledge.
- The recently appointed curriculum leader is enthusiastic, leads by example and has a clear vision for the future.
- The use of ICT to support learning in other subjects is progressing well.
- There are currently no whole school assessment procedures to monitor pupils' skills, knowledge and understanding.

Commentary

64. Due to lack of evidence it is not possible to make a secure judgement on standards by the age of seven. By the age of eleven, most achieve standards broadly in line with national expectations. All groups of pupils, including the small number identified as having special needs, make at least satisfactory progress as they move through the school and achievement is satisfactory overall.
65. Improvement since the last inspection, when ICT was identified as a major area for development, has been good, especially considering the increased curriculum requirements. Funding has been used efficiently to establish a computer suite, improve the number of computers and raise most teachers' knowledge and understanding through staff training. This has meant that most are more confident and this has raised the quality of teaching. Although many pupils have access to computers at home, the suite is used well to teach specific skills. However, a shortage of computers in classrooms means that follow-up activities

are limited, although the school has plans to improve this. Each class has two sessions in the computer suite with older pupils using it independently or in small groups. Older pupils also visit the local high school for more specialised teaching in control technology and data handling during the summer term.

66. Teaching and learning are satisfactory overall and sometimes good. Teachers plan lessons carefully using national guidance to ensure ICT knowledge is soundly covered. Most teachers show at least satisfactory subject knowledge and motivate pupils well. Observations and conversations with pupils show they are positive about the use of ICT, clearly enjoy their lessons and work effectively with partners or groups. Many older pupils have regular access to computers at home which they say they use for research, word processing and practising skills learnt at school.
67. Leadership and management by the recently appointed subject leader is satisfactory overall. She is hardworking, keen and enthusiastic and leads by example. She provides good support to colleagues, looks at teachers planning, and makes effective use of her skills and expertise by teaching the older pupils as well as her own. However, she has not had the opportunity to undertake enough monitoring of teaching, learning and standards across the school to ensure that the quality of provision is as good as it could be. There are currently no whole school assessment procedures to monitor and track pupils' progress. This is an area for development. The subject leader is aware of the need to develop the use of computer technology across all subject areas and to make staff aware of the software available. There is a satisfactory range of resources including, scanners and digital cameras. The school is now well placed to raise standards further.

Information and communication technology across the curriculum

68. The use of ICT is beginning to improve standards in other subjects and pupils are developing research skills well, using CD ROMs and the Internet in support of their work in other subject areas.

HUMANITIES

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and develop good subject knowledge, reaching standards which are above those expected in the locally Agreed Syllabus.
- The teachers plan the subject well to fit in with the themes which the classes are following and this stimulates pupils' interest.
- The subject makes a major contribution to pupils' spiritual and cultural development.
- The co-ordinator leads the subject well and is a source of support for other teachers.

Commentary

69. The school fully meets the requirements of the Locally Agreed Syllabus and manages to deliver it through termly themes. For example, as a part of the theme of 'Journeys', some of the pupils have studied the Islamic 'Hajj' pilgrimage. The pupils seen were most interested in finding out about the Hajj journey, learnt about the geography of Saudi Arabia and wrote about it in the form of an imagined personal diary or as a description of their first sight of the Muslim shrine.

70. A scrutiny of the work in the classrooms and in the pupils' workbooks indicates that they have been taught well and have developed a good knowledge of Hinduism as well as Christianity. Discussion with the pupils indicates that the older pupils have a good understanding of the importance of religions to believers, whether they are Christian or another religion. Their cultural development is enhanced; for example, they learn well when they create collage work in the style of India. It is also deepened as they create illustrations and 'mantras' for their own family.
71. The subject co-ordinator has good knowledge of religious education and has the skills to teach pupils about the importance of religion. She is able to support her colleagues in delivering the curriculum, being fully up to date with the new local syllabus. She has ensured that the school is well resourced to support learning in this subject.

Geography

Two lessons were seen in geography and evidence was also gathered from other cross-curricular lessons. Inspectors looked at teachers' planning for the subject, held discussions with the co-ordinator and pupils, scrutinised samples of pupils' work, both past and current work and reviewed displays.

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The school has a very positive approach to the teaching and learning of the subject and cross-curricular links are used well.
- The school has recognised the need to develop the subject across the whole school.
- Teachers do not sufficiently encourage pupils to use the correct geographical vocabulary.
- End of unit assessments do not sufficiently help teachers to make improvements.

Commentary

72. Standards are similar to those found nationally but pupils' achievement in some areas of geography is good. Pupils develop a sound knowledge and understanding of their own locality. In Year 2, they learn about man-made features including houses, shops, school and park and are aware of environmental issues such as how they travel to school. By Year 6, pupils have a satisfactory understanding of locations across the world, using both a variety of maps and drawing maps freehand, marking on compass directions and key buildings.
73. Pupils are taught effectively, have a developing knowledge and understanding of the subject area and the skills needed to extend this and, as a result their achievement is good. Pupils are able to explain the human impact on the environment clearly, learning how systems and processes can change the character of a place. The school is developing a broad approach to the subject, encouraging pupils to use their own experiences to develop other pupils' knowledge and understanding of different cultures. The cooking and sharing of an Indian meal provided a very good opportunity for such a development. End of unit assessments take place but do not always result in the pupils of higher attainment being sufficiently challenged.
74. The leadership and management of the subject are satisfactory. The co-ordinator monitors teachers' planning and samples of pupils' work. The subject is at present, the focus of the change as identified in the school improvement plan.

History

75. History was not a focus during the inspection so that it is not possible to make an overall judgement on provision, teaching and learning, or improvement since the last inspection as no lessons were observed. There was insufficient evidence available to make a firm judgement on standards at age seven and eleven. Pupils say they enjoy history lessons.
76. Leadership and management is satisfactory overall. The subject leader provides sound support to colleagues. However, there is a lack of rigorous monitoring of teaching, learning and standards to ensure national curriculum requirements are met and this is a weakness. Planning, based on national guidance, is satisfactory overall although a weakness is the monitoring of the planned development of skills and knowledge in the topic based curriculum. Resources are good, supplemented with artefacts from a lending library. A good range of visits and visitors supports the subject well. Although teachers make their own judgements on pupils' progress at the end of units, there are currently no whole school assessment procedures to ensure the progressive development of subject specific skills and knowledge and this is an area for development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Provision in art and design is **excellent** as a result of very good improvement since the last inspection.

Main strengths and weaknesses

- Most of the teaching staff have very good skills and teach very well.
- Art is an integral part of the whole school curriculum and this supports excellent purposeful learning.
- Art and design skills are taught systematically and reinforced regularly and pupils reach very good standards.
- The school is very well resourced and the subject is very well managed.

Commentary

77. In each classroom there is evidence of art and design work of a very high standard which is a result of the very good teaching which the pupils receive. Many of the staff have talents and abilities of their own and they use these skills very well to demonstrate techniques and to support pupils' learning. The teachers are also very knowledgeable about the work of well-known artists and they create displays of artists' work which stimulate pupils and give them models to which they can aspire. In lessons, this was seen when the teacher discussed and demonstrated shading techniques to create particular effects which pupils were immediately able to follow as they refined their drawings of aspects of the man-made and natural environment.
78. The school curriculum has a thematic approach and time is allocated to exploring and investigating and following pupils' interests wherever possible. Art work makes a very significant contribution to the recording of pupils' ideas, thoughts and findings and throughout the school, very good work is seen which clearly shows what pupils have learnt. Paintings and drawings show that pupils have a very good understanding of the structure of flowers and plants. Papier-mâché artefacts and art work on the Elgin Marbles, display pupils' knowledge of ancient Greece whilst pastel studies support pupils' developing knowledge of Native Americans. Felt work in the style of the artist Escher illustrates and record pupils' knowledge of tessellation and mathematical shape and significantly supports their design skills.

79. Teacher's planning clearly shows that the skills of art are taught regularly and systematically. The younger pupils very quickly gain a very good knowledge of colour and tone though work in painting, drawing, collage and printing. The plans for each half term show how the art and design work will be developed and ensure that all pupils experience work on a range of scales and through a very good range of media. The school also holds an arts week once a year when there is a further attempt to look at how pupils' skills are developing. Observational skills are taught particularly well and from reception onwards, pupils are helped to 'draw what they see'. The teachers are able to point out aspects of light and shade and position and suggest a range of media which the pupils can use to create different effects. This means that by the time they reach the upper part of the school, many of the pupils create work of quite outstanding quality.
80. In order to provide this rich art curriculum, the school is very well resourced with a very good range of materials and equipment. Pupils have good access to resources. The co-ordinator manages the subject very well and gives good guidance to the other staff.

Design and technology

81. It is not possible to judge the overall quality of provision as no teaching was seen. However, samples of work and teachers' planning indicate that design and technology is taught regularly throughout the school and that like art and design it is linked well to the overall curriculum. This is seen, for example, as many of the pupils will be working on vehicles this term to fit in with the theme of journeys. In Year 2, pupils plan and make card models of a range of vehicles whilst in Year 6 pupils are exercised to work out how to connect an electric motor to a drive mechanism on a model car. Good development of skills is supported by the co-ordinator teaching more than one class for this subject.
82. One excellent feature of the work of the school is in food technology. With the support of some parent helpers, small groups of pupils prepare a meal once a week for themselves and 'guests'. They are taught about the values of the foods they are using, the costs and taught the importance of planning in the preparation of a meal. They are taught how to use equipment safely, for example, the use of a pestle and mortar to crush pistachio nuts, graters, garlic press etc. This work fits in with the current theme of the school and this term pupils are working on a theme of 'Bread around the World' and have created Mediterranean and Indian meals.

Physical education

83. It was not possible to see lessons during the inspection and therefore no overall judgement can be made on provision, teaching and learning, or improvement since the last inspection. However, participation in sporting activities is very good.
84. The subject is led well by the headteacher. She leads by example. She provides very good support to colleagues and has a clear understanding of strengths and areas for development. She regularly undertakes monitoring of teachers' planning which is based on national guidance supported by other materials and taped music. Teachers use these effectively to plan lessons which are stimulating and which pupils say they enjoy.
85. The curriculum is enriched by a wide range of sports which includes tennis, lacrosse and badminton as well as football and netball. Extra teaching support is provided from various outside organisations who offer specific sports expertise in areas such as football, rugby, hockey, tennis and country dancing. The subject is supported by a very good range of sporting activities and there are regular fixtures and competitions with other schools. This promotes personal and social development well. Swimming takes place from Year 3 and the majority of pupils swim at least 25 metres and many much further by the end of Year 6. There are

residential visits for older pupils which involve a wide range of challenging adventurous activities. Resources are satisfactory and readily accessible. Although teachers make their own assessments of standards achieved, there are no whole school assessment procedures and this is an area identified by the subject leader for development.

Music

86. No lessons were observed but it is clear from planning that a full music curriculum is offered. From the limited evidence available standards are average compared to those nationally. Pupils enjoy singing and have the opportunity to play both tuned and untuned instruments. There are two choirs, which develop pupils' talents effectively through public performances at school festivals and celebrations. Good use is made of peripatetic teachers, who come into school to teach keyboard, violin, brass instruments, flute and recorder. All pupils have the opportunity to develop their musical talents, both within a group and individually. The school is reviewing the subject this year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- All of the teachers have a good focus on this area of the curriculum and teaching and learning are good.
- Health education is a strong focus which has contributed to the school gaining the National Healthy Schools Gold Award.
- The school, through its organisation, gives very strong support for pupils' personal and social development.

Commentary

87. In every class, all of the pupils are involved in sessions which support their personal, social and health education. In some lessons, pupils study a mixture of subjects concurrently, for example, the Year 3 pupils were studying 'Why People Travel'. In the lesson seen, the teacher helped the pupils to begin to understand the different reasons for travel; vacation, to see families, for work or indeed to avoid war, persecution and famine. This lesson supported the pupils' developing empathy with the situation of other people and developed their geographical skills as they used maps to locate known travel destinations. Lessons in science and classroom discussions support pupils' health education and the school supports other aspects of health education through healthy eating and body awareness. Pupils are made aware of the dangers of alcohol and drug abuse and the school has a good programme of sex education.
88. Other aspects of pupils' personal and social development are supported very well through the organisation of the school. Pupils are trusted to work independently and have opportunities to do so in the library, in the ICT suite and in quiet areas in the school. The oldest pupils support the youngest ones through the 'Chums' system and this works very effectively. The pupils take their roles on the 'School Council' seriously and make a very good contribution to the life and development of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).